

The Relevance of Implementing a Holistic Curriculum with Holistic Peer Parenting in Early Childhood Education

Sri Widaningsih

Physical Education Health and Recreation, Sekolah Tinggi Keguruan Ilmu Pendidikan
Pasundan Cimahi, Indonesia

DOI: [10.31004/obsesi.v7i5.5299](https://doi.org/10.31004/obsesi.v7i5.5299)

Abstrak

The growth and development of Early Childhood (EC) is holistic. Thus, the development process requires facilities to help it, the implementation of the curriculum and parenting patterns in the learning process must also be able to be holistic and comprehensive. This research aims to see the relevance of the curriculum to holistic peer parenting in early childhood education research, the method used is grounded theory, systematic design, data collection techniques and the development of instruments used in this research is through cross-checked observations with an interview process. with teachers, and document analysis. The analysis technique is a cycle consisting of; data collection, coding, axial coding, selective coding, and conventional coding. The results of this research are that the implementation of the existing curriculum in the field is very relevant to the holistic parenting pattern of peers because peer parenting is directly integrated into the curriculum/learning implementation process, where both can develop all of the child's basic potential such as intellectual, physical, spiritual, emotional, social and aesthetic), as well as the relationship between the individual and other people, the individual and natural environment, the student's self and the external maximally and completely. However, in the process, the teacher must be able to help, guide, and direct so that the process can achieve all the achievements in the curriculum.

Kata Kunci: *curriculum implementation; holistic parenting; early childhood education (ece)*

Copyright (c) 2023 Sri Widaningsih

✉ Corresponding author : Sri Widaningsih

Email Address : wsrik.bun79@gmail.com (Cimahi, Indonesia)

Received 28 July 2023, Accepted 19 October 2023, Published 20 October 2023

Pendahuluan

Children's initial education starts from early childhood education (ECE). ECE is one of the levels of education in Indonesia as the foundation for further education. ECE is education that has efforts to carry out the process of developing children by providing educational stimuli that can help children's growth and development in entering further education.

Early Childhood Development (EC) is holistic (Kemendikbud, 2015). Holistic development covers all of a child's abilities, namely socially, emotionally, physically, and intellectually. It is important to pay attention to the holistic development of children so that children succeed in reaching their maximum potential. So early childhood treatment is comprehensive (comprehensive) which includes nutrition and health services, education and care, and protection, to optimize all aspects of child development.

Holistic development can be the key to learning in the early years of childhood, so the supporting environment, whether at home, school, or the child's social environment in the community, must be well-conditioned to help the overall development process of all EC potential. Comprehensive development of all children's potential can only be carried out in a holistic education system.

Holistic Education according to Rousseau in Noddings, "man was born free and good and could remain that way in some ideal state of nature". The main idea of this thought is that humans have been created good by God, therefore humans must try as hard as possible to remain that way (Noddings, 2019).

Another opinion according to Miller, et al., provides the understanding that holistic education is education that develops all students' potential in a harmonious (integrated and balanced), including intellectual, emotional, physical, social, aesthetic, and spiritual (John P. Miller, Selia Karsten, 2012).

The 5 aspects of holistic development that have existed so far are developed in the holistic ECE curriculum which has the same achievements in developing children's potential, with the content of development programs which include: a. religious and moral values; b. physical-motor; c. cognitive; d. Language; e.g. social-emotional; and f. art (Permendikbud Nomor 146, 2014). The ideal holistic curriculum is not just a planning process, but a curriculum that can be implemented through the learning process. Comprehensive learning as part of the curriculum implementation process is greatly influenced by the environment, especially the friendship environment, the influence of peers on children can have a positive influence, including being able to help children's social development in developing children's obedience to rules and increasing children's empathy so that they are willing to help friends in situations like this. learn and also share with friends (Melinda & Izzati, 2021).

The existence of peers for EC is very important for them because for children peers are a source of information and comparison material outside the family environment, the peer environment is an important substitute for family and the environment also really supports the formation of their character. (Amalia et al., 2020). Peers are a means for children to develop effectively and holistically, in conclusion, how can EC holistic learning process be adapted to the holistic parenting patterns of their peers? This is what prompted this research to be carried out. So far, there has been a lot of research that has led to a holistic educational development process (Agustini, 2015), as well as the development of a holistic ECE curriculum (Pramudyani, A. V. R., Kurniawan, M. R., Rasyid, H., 2017), However, no one has conducted research that looks at the relevance of implementing a holistic curriculum with holistic parenting patterns of peers in ECE. The importance of relevance is because the learning process in ECE is largely based on children's exploration through play with their peers, so the concept of relevance is needed to be effective and efficient.

So far and from the results of field observations carried out by researchers in the initial study, the learning process carried out has not been integrated with the design of the learning implementation process in peer play through holistic peer parenting. Between one child and another child just playing as they please, without clear meaning or direction, even though we often see one child and another child taking care of each other, as we often see some children who appear more mature and can give direction to each other. other children whose psychological development is not yet optimal. Parenting itself is a process that aims to improve and support a child's physical, emotional, social, financial, and intellectual development (Fadli, 2023). Holistic peer parenting is very important in the learning process for several reasons, including so that teachers can carry out the learning process well and optimally in the field, without the involvement of more mature peers, the process is often less conducive due to the actions of immature children. both in behavior, emotions, and knowledge.

In connection with the matters above, the problems that can be formulated are as follows: 1) how is the implementation of the holistic curriculum in ECE?, 2) what is the holistic parenting pattern of peers in ECE?, and 3) what is the relevance of the implementation of the holistic curriculum in ECE with the pattern of holistic peer care in ECE?.

The aim of this research is so that what is planned in holistic education through a holistic curriculum and holistic learning process can be in line and line with the EC development process in the environment, especially the holistic parenting style of peers which is the main driver of children's overall development, so that this will have an impact on the process. comprehensive development of children and increasing the ability of children to understand all the potential needed for growth and development and provision for the future. The most important thing is that all children's basic potential in ECE will develop optimally and comprehensively (holistically) in a fun learning process.

Metodologi

This research uses the grounded theory method, which is a type of systematic qualitative research used to produce a theory/hypothesis that explains the level of a concept, process, activity, or interaction. (Bogdan, Robert C., 1998). Grounded theory design, systematic design. The systematic design was chosen because it is by the characteristics of the research problem, namely the curriculum, which has interrelated components so that data collection and analysis must be carried out systematically and comprehensively. (Creswell, 2013). This research determines 2 things that must be relevant because there is a strong and significant connection. Another reason is to avoid using predetermined categories. In this research, a more structured approach (systematic design) was the ideal choice.

The population and sample in this study were teachers and principals of ECE schools in Cimahi, including;

Table 1. Data from Teacher Institutions and EC/ kindergarten Principals Involved in Research

NO	Name Of ECE/Kindergarten	Region	Cluster	Amount
1.	TK Negeri Pembina	Cimahi Selatan	Inti	8 Person
2.	TK Pandiga	Cimahi Tengah	Inti	8 Person
3.	TK Dayang Sumbi	Cimahi Utara	Inti	4 Person
Amount				20 Person

Data collection techniques and instrument development used in this research were interviews, observation, and document analysis. The process of collecting data through simple interviews as a means of cross-checking and complementing data on the results of the researcher's field observations, the form of questions is limited to: 1) what are the conditions experienced by the subject, 2) why, what is the context that causes or influences these conditions, 3) what is the strategy what is done/attempted to prevent or overcome the condition that occurs, 4) what if these efforts are not able to prevent or overcome the condition. The questions given will make the data obtained saturated, making it easier to identify the core situation/core category which will be used as a reference for determining theories/postulates/hypotheses.

All interactions were carried out to obtain data collection, while the author's involvement in this research had a very important role, especially in the role of researcher, where he served as a collector and analyzer of data from interviews which directly summarized the main points and asked for their approval. Apart from that, it is also the executor who determines and makes decisions about where, who, and how in each relationship with the emergence of data categories. Finally, as an evaluator who summarizes the theoretical findings and procedures followed to reach the findings which must be evaluated by independent experts.

Data analysis techniques in grounded theory are interrelated processes and must be carried out alternately (cycles) as figure 1.

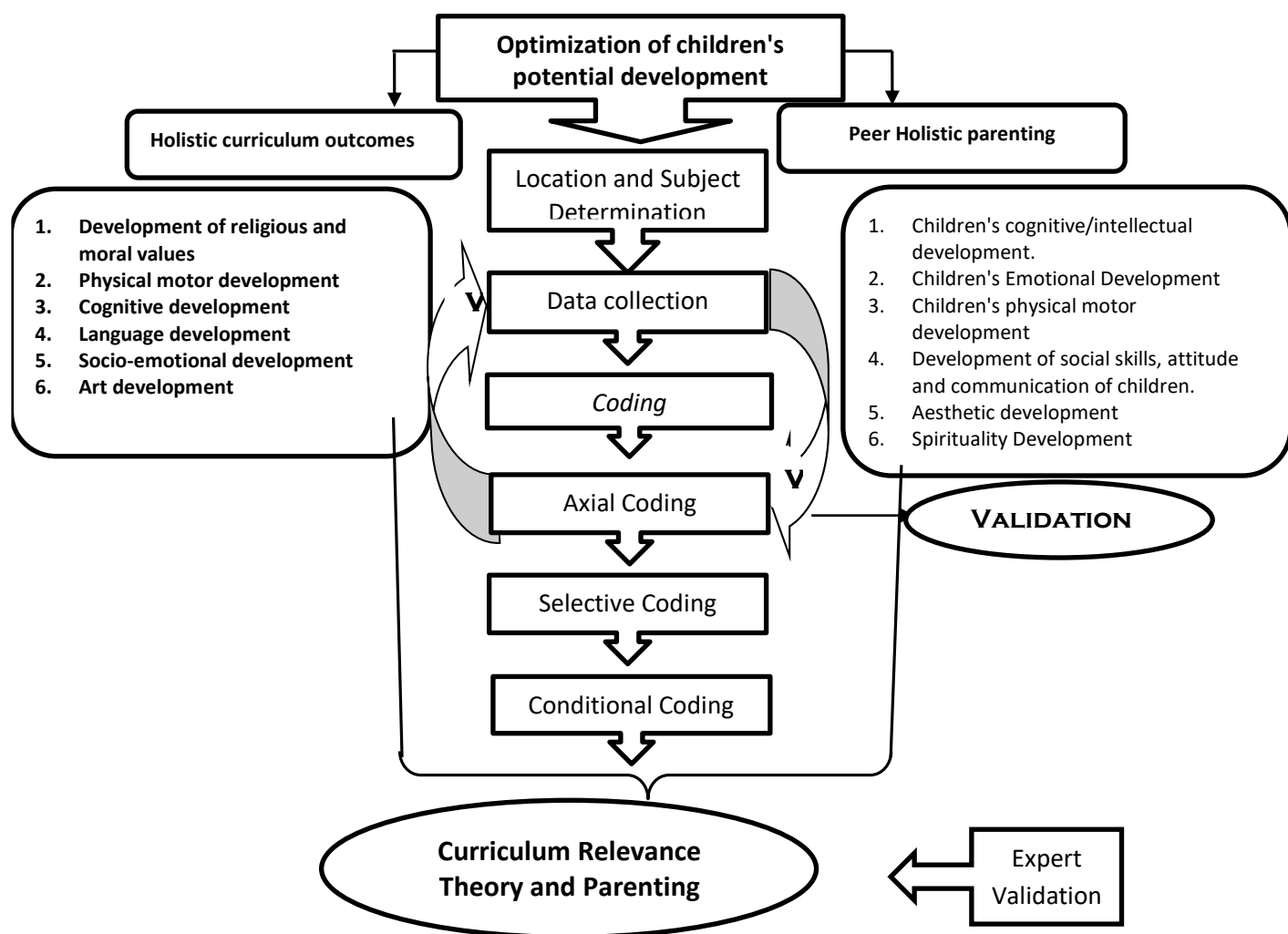


Figure 1. Research design

Grounded Research procedures through systematic design are adapted to the characteristics of the curriculum which is designed according to Glaser's recommendations in implementing systematic design from grounded research (Barney G Glaser, 2017) as follows:

The focus of the research is the holistic ECE curriculum which is very complex and has the same focus on the parenting process in the implementation of ECE, which equally develops all the child's basic potential as a whole and is integrated into the development of good religious values, environmental values and cultural values. and arts, children's physical motor development, children's socio-emotional development, cognitive development, and children's language and communication development.

The research locations are several ECE in Cimahi City which are the core ECE in their respective regions. Meanwhile, the subjects in this research are teachers and school principals who help observe students who carry out the learning process using the holistic peer-to-peer parenting method. However, even though teachers and principals are the research subjects themselves, they take the same role in the observation process in the classroom or the field.

In the open coding process, there are three data sources for this research, including the holistic ECE curriculum, the results of observations of holistic parenting patterns of real peers

in the field, and the results of data from research subjects through interviews, observations, and documents.

Axial coding is a procedure for placing data back in a new way by making connections between categories and subcategories which are grouped into causal conditions, context, influence conditions, action/interaction strategies, and consequences.

Selective coding is a stage in explaining phenomena systematically and connecting them with other categories with several paths as follows: a) reproducing the flow or arrangement of data, b) identifying data containing the core data, and 3) concluding and coding the core problem of a new phenomenon or category. And 4) determine this category.

The next stage is the conditional matrix which is the final stage of the process by creating a matrix that explains a visual portrait of the phenomenon which gives rise to a theoretical model that describes the relationship between holistic ECE curriculum categories and their indicators with holistic PAUD parenting and their indicators.

Results and Discussion

Description

Implementation of a holistic curriculum in PAUD

The holistic curriculum description that has been developed in ECE begins with a rational description of the development of the ECE curriculum itself which is developed in each school concerning the 2013 curriculum. The curriculum is used as a guide for implementing learning activities to achieve basic competencies and educational goals. The implementation of the curriculum is carried out in learning activities through play which can provide direct experience for children to develop all the developmental potential that each child has.

Learning is a process of interaction between educators and children through play activities in a safe and enjoyable learning environment with the main principle being child-centred. Meanwhile, the learning approach used based on the results of observations, studies, and interviews with teachers refers to existing guidelines, namely an integrated thematic approach with several integrated, comprehensive and integrated principles in learning while playing or playing while learning is fun.

Learning is developed based on the 2013 curriculum by developing religious and moral, physical-motor, cognitive, language, social-emotional, and artistic values. Implementation of learning is carried out through direct and indirect learning which occurs in an integrated and not separate manner. Direct learning is carried out through direct interaction between children and learning resources designed in the Weekly Learning Implementation Plan (RPPM) and Daily Learning Implementation Plan (RPPH). Meanwhile, indirect learning is learning that is not specifically designed but occurs in the direct learning process. The table 2 is the plan that teachers usually prepare in the field for each face-to-face meeting.

Learning is entirely carried out through the process of playing with several appropriate methods including storytelling, demonstrations, conversations, giving assignments, socio-drama/role-playing, field trips, projects, and experiments. The main goal of learning is to develop all children's potential holistically and all processes involve children and their peers directly. Peer involvement is a form of stimulation in the form of motivation, encouragement, and enthusiasm. Stimulation from peers is needed when children have difficulty learning with their teachers.

Based on information from teachers in the class, children are more able to explore naturally when they interact with other children, which is felt to make them comfortable in the learning process. With the comfort and compatibility obtained from friendship in the learning process, learning outcomes can be made more effective and develop all children's potential holistically.

Table 2 Overview of RPPH/Holistic Curriculum Implementation

No	Activity	Description	Information
1	Lesson plan	Integrated thematic learning is carried out in the opening, core, and closing activity stages. a. Opening Activities Opening activities are carried out to prepare children psychologically and physically to take part in the process of learning. This activity is related to the discussion of the sub-theme or sub-sub-themes that will be implemented. Some activities that can be done include: marching, saying hello, praying, and telling stories or sharing experiences. b. Core activities The core activities are play activities that provide direct learning experiences to children as a basis for forming attitudes, acquiring knowledge and skills. Core activities provide sufficient space for children to take initiative, be creative and be independent according to their talents, interests and needs. Core activities carried out with a scientific approach include observing, asking questions, gathering information, reasoning, and communicating. 1) Observe Observing is done to find out the object in including using the senses such as seeing, hearing, smelling, feeling, and touching. 2) Ask Children are encouraged to ask questions, both about objects they have observed and other things they want to know. 3) Gather Information Collecting information is done in various ways, for example: by conducting, trying, discussing, and concluding results from various sources. 4) Reasoning Reasoning is the ability to connect information you already have with newly acquired information to gain a better understanding of something. 5) Communicate Communicating is an activity to convey things that have been learned in various forms, for example through stories, movements, and by showing work in the form of pictures, various shapes from dough, dolls from paper mache, crafts from recycled materials, and woven products. c. Closing Activities The closing activity is a calming activity. Several things that can be done in Closing activities include: 1) Make simple conclusions from the activities that have been carried out, including the moral message you want to convey; 2) Advice that supports good habits; 3) Reflection and feedback on activities that have been carried out, 4) Create calming activities such as singing, poetry, and telling stories that are encouraging; And, 5) Inform the learning plan for the next meeting.	
2	Evaluation	Evaluation is carried out to assess the implementation of learning using the process that has been determined in the assessment standards.	

Holistic Peer Parenting in ECE

Peer parenting patterns in the learning process at ECE so far have been based on data in the field, both from observations and from interviews with teachers, developed into a holistic education and curriculum concept. The holistic peer parenting pattern in ECE aims to develop children's intellectual, emotional, physical motor, social, aesthetic, and spiritual potential.

Many parenting patterns developed in the field still do not have a clear pattern. This is reflected in the results of researchers' observations and interviews with teachers that so far the pattern is still in the form of free play and games that are integrated into classroom learning, where children have not yet been directed to become caregivers for friends. at the same age, it just happens naturally. Parenting activities between children include;

Table 3 Development of Holistic Parenting Patterns

No	Indicator	Description	Information
1.	Intellectual Development	Exploratory activities to observe the environment through the five senses through playing activities with peers	
2.	Physical motor development	Move freely in various directed and free play activities with peers	
3.	Social-emotional development	The ability of young children to adapt and interact with their environment such as family, education, especially their peers	
4.	Aesthetic Development	Students' ability to appreciate and express all stimuli from the atmosphere in the context of playing with their peers	
5.	Spirituality Development	Able to accept religious teachings and be able to implement them into good behavior in playing activities with peers.	

The researchers saw interactions in the exploration process in the above activities in the field in games that were flexible, happy, energetic, full of humor, naturalistic, often had children seeking attention, often showed egocentrism, and most importantly full of honesty and sincerity. The same thing was agreed upon by the teachers at several schools that the researchers visited. Teachers often see the beauty of children's world without adult manipulation and interference, where everything will make the learning process through the games they play more natural and enjoyable and more capable of helping children develop optimally.

The involvement of adults in the learning process is only as guides and directors, this was agreed with the teachers in the field because often the presence of adults becomes an obstacle to children's exploration. The parenting pattern between children and their friends is naturalistic, all that remains for the teacher is to model it into a parenting pattern that is capable of being holistic in developing all of the child's potential, and most importantly can assist in a holistic learning process that is appropriate to the situation and conditions in the field. However, it is not uncommon for children to be more effective in playing without a pattern or playing freely, but achievement can be maximized. It just depends on how the teacher interprets and interprets the whole process to make it a fun process and able to help develop all the potential that exists in the child.

The relevance of implementing a holistic curriculum with holistic parenting patterns of peers in ECE

ECE is a means of developing children's potential as a whole/holistic, so all parts of education including curriculum, learning, and evaluation must also be holistic. The learning process within the framework of implementing the curriculum in the field based on survey

results has indeed been adjusted to the existing policies in the 2013 curriculum or National Kurnas. Because the basic principles of curriculum development and the concept of ECE education are holistic, the learning implementation process in the field also uses a holistic approach. This holistic learning process requires that all children's basic potential be achieved thoroughly and well.

The holistic learning process in the field based on the results of observations and analysis by researchers is very relevant to the holistic parenting pattern of peers in ECE, this is because both holistic learning and holistic parenting patterns of peers develop the basic potential of early childhood in the same way, namely developing intellectual, emotional, and emotional potential. physical motor, language, social, aesthetic, and spiritual children. The learning process and holistic parenting patterns of peers in ECE which is usually carried out in all schools studied by researchers can be described as table 4.

Table 4. Learning Process and Holistic Parenting Patterns in ECE

No	Basic competencies	Achievement Indicators	Learning process and holistic parenting style
1.	Believing in the existence of God through His creation	Get to know the names of animals and plants around them.	The game of naming animals by playing movements and songs, along with playing puzzles and telling stories about each child's favorite animal.
2.	Have behavior that reflects healthy living	Practice clean and healthy living habits (for example: shower twice a day; wear clean clothes; throw rubbish in the right place)	Playing with movements and songs demonstrates how to take a clean bath, and tells stories about what, why and how to take a clean bath.
3.	Get to know behavior good as a reflection of noble morals	Be polite and caring through his words and actions with guidance (for example: saying sorry, excuse me, thank you)	Playing with movements and songs about how to apologize and thank you, telling the benefits and goals of both.
4.	Showing reaction emotional self reasonably	Make friends with other children	Playing with movements and songs saying the names of classmates and games of choosing friends according to the teacher's orders, then free exploration activities

The natural development of all children's potential in the learning process is developed through play, which involves parenting patterns between children and their peers, although based on the results of observations and analysis by researchers, parenting patterns between children and their peers do not have a clear pattern and are more natural without official direction from the teachers. field, where the parenting style that occurs is correct because of the maturity of some children who are happy to help, guide, and direct other friends who are experiencing difficulties in their learning process.

For children who have a higher level of maturity and have good interpersonal intelligence, helping, guiding, and directing their peers is a pleasure and satisfaction in itself, so parenting in ECE does not have the type of pattern that is usually found in parenting older children or adults. , they are more concerned with their ability to be able to help, guide, and direct friends with the abilities they have. To be clearer about the relevance of implementing a holistic curriculum with holistic parenting patterns of peers in ECE, you can see the results of the researcher's analysis below.

Data Analysis

Grounded Theory: The Relevance of the Holistic PAUD Curriculum with the Holistic Parenting Pattern of Peers.

The analysis in this research is structured starting from the stages of open coding, axial coding (causal conditions, action strategy, context, consequence), selective coding, and conditional matrix. The following is a description and analysis of each stage category:

Open Coding

Based on the results of document observations and field interviews, an overview of the results of open coding or data coding can be described as figure 2.

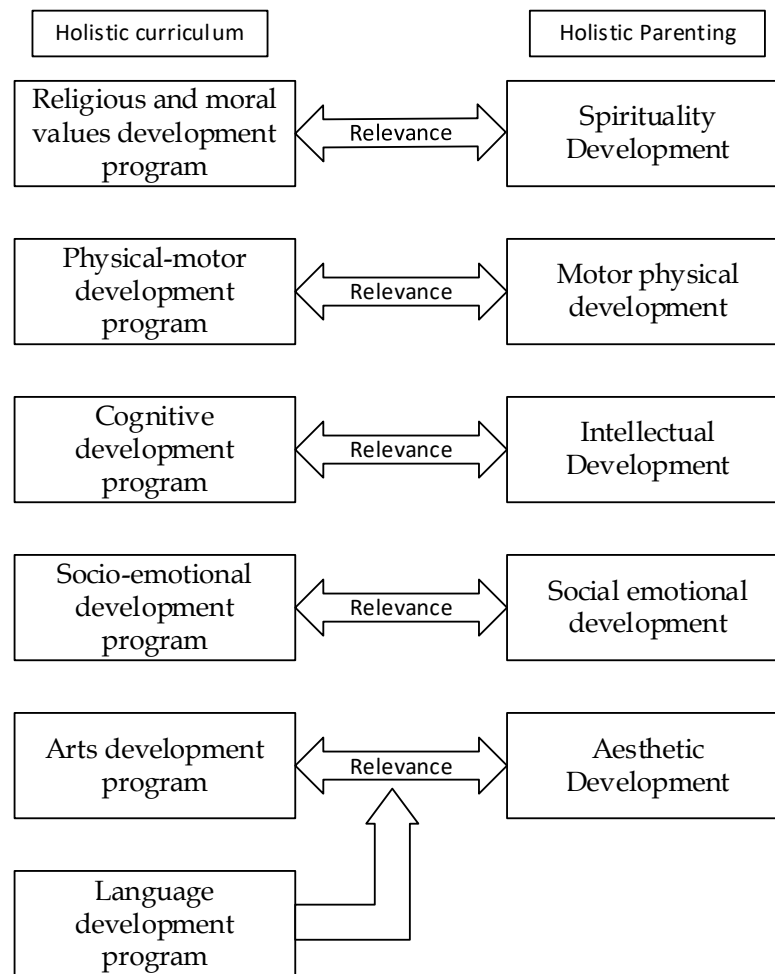


Figure 2. Open Coding The Relevance of Curriculum and Holistic Parenting

Axial Coding

Axial coding in causal conditions, context, influence conditions, action/interaction strategies, and consequences with placement through making links between categories and subcategories which are grouped as figure 3.

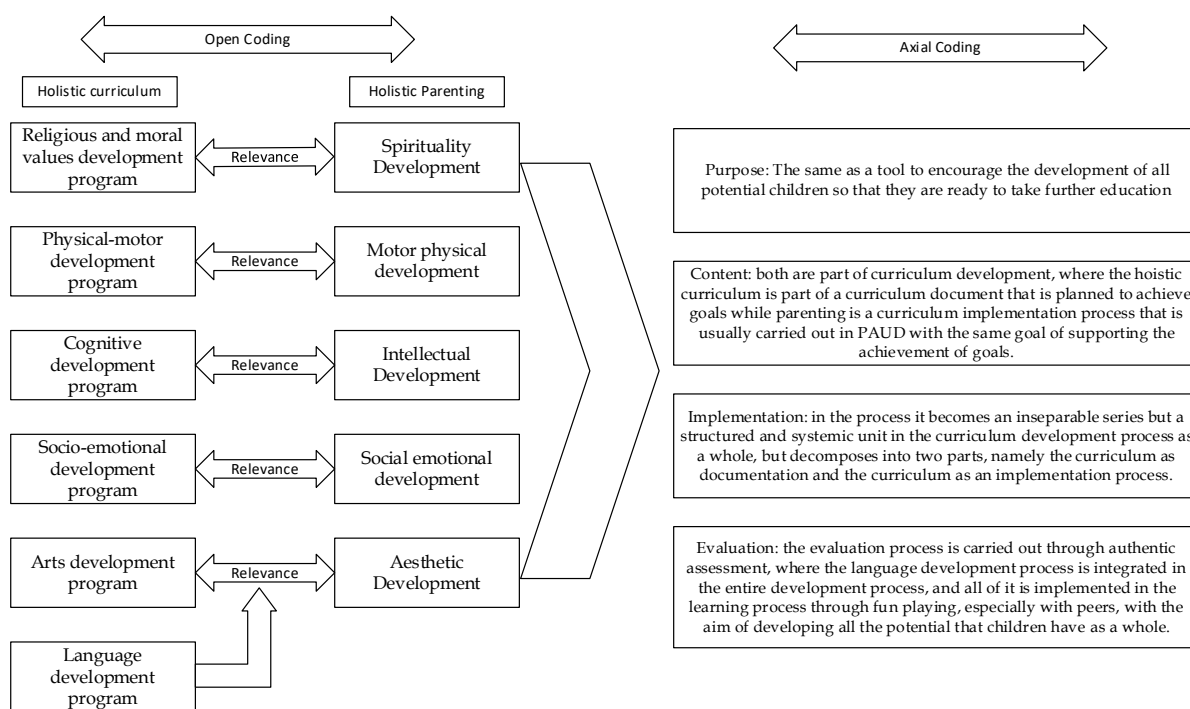


Figure 3. Axial Coding The Relevance of Curriculum and Holistic Parenting

Selective Coding

Selective Coding is one of the central phenomena of the relevance of the holistic curriculum to the holistic parenting patterns of peers in ECE. The researcher carried out the development of hypotheses or theoretical propositions after reproducing the flow or arrangement of the data, then identified the data by writing several short sentences containing the core data. This core category was formulated into the following grounded theory of curriculum relevance: "the existence of a relevant relationship between the holistic curriculum and "holistic parenting in ECE where from the results of the analysis it is clear that both are part of the curriculum development process." The theoretical hypothesis of the relevance of curriculum and holistic peer parenting is as follows: a) Setting goals prioritizes the development of all children's potential so that they are ready to undertake further education, b) Determining content leads to curriculum development content, where a holistic curriculum is part of the planned curriculum document to achieve goals, while parenting is the curriculum implementation process that is usually carried out in ECE with the same goal of supporting goal achievement, c) Implementation in the process becomes an inseparable series but a structured and systemized unit in the curriculum development process as a whole but is broken down into two parts, namely the curriculum as documentation and the curriculum as an implementation process, both of which are carried out in a fun playing process, d) The evaluation process is carried out through authentic assessment, where the language development process is integrated into the entire development process, and everything is implemented in the learning process through fun play, especially with peers, to develop the child's potential as a whole.

Conditional matrix

The conditional matrix is the final stage of the process of visual phenomena that gives rise to a theoretical model that describes the relationship between the holistic ECE curriculum and its indicators and the holistic ECE parenting pattern and its indicators. The Figure 4 is the relevance matrix;

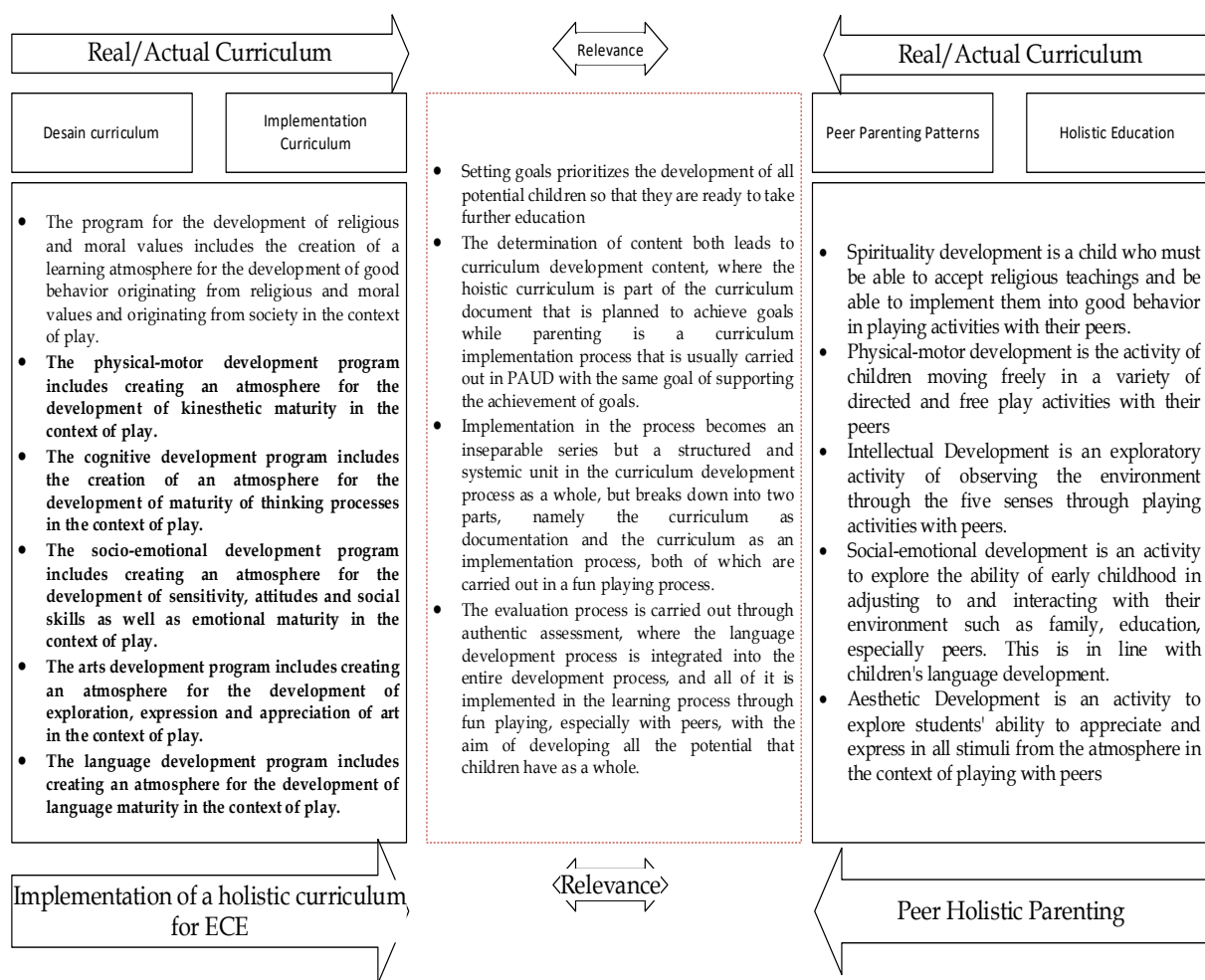


Figure 4. Conditional Matrix The Relevance of Curriculum and Holistic Parenting

Discussion

Implementation of a holistic curriculum di ECE

Implementation of curriculum/learning in PAUD always refers to the concepts in the 2013 ECE curriculum or what is often known as the National Curriculum (Kurnas)(Permendikbud Nomor 146, 2014). The learning that has been used in the field has always been adapted to what is in the learning guide or document II of the ECE curriculum. All ECE teachers or administrators always refer to these guidelines.

The learning process in ECE will always determine the child's success in achieving optimal development by the child's characteristics, interests, and potential. The learning process that is often carried out in the field from the results of researchers' observations always uses integrated thematic learning with a scientific approach with several principles including learning while playing, oriented towards child development, oriented towards children's needs, child-centered, active learning, oriented towards developing values character, oriented towards developing life skills, must have the support of a conducive environment, be oriented towards democratic learning, and utilize and use media, resources, and sources available in the environment(Nugraha et al., 2018).

Good learning is learning that is well designed, this is in line with research which states that educators are required to prepare learning plans starting from the beginning of the semester through semester programs, learning topics, learning resources, and lesson plans (RPP).(Eka Saptaning Pratiwi & Ahmad Farid Utsman, 2022). The planning in ECE consists of the Weekly Learning Implementation Plan (RPPM) and the Daily Learning Implementation

Plan (RPPH). There are many benefits of RPPM or RPPH in making the learning process successful, this is by one study states:

"The preparation of the RPPM and RPPH has an impact on the output produced in the learning process to be better so that students can understand the teaching material presented by the objectives that have been created, while the objectives are to: (1) Support Basic and Core Competencies; (2) Facilitate meaningful learning; (3) Helping instructors build children's attitudes, knowledge and skills; (4) Supports successful learning (Rauter & Nazlia, 2023).

Learning is entirely carried out through the process of playing with several appropriate methods including storytelling, demonstrations, conversations, giving assignments, social drama/role-playing, field trips, projects, and experiments.(Nugraha et al., 2018). The main goal of learning is to develop all children's potential holistically. Much of the holistic learning that is being developed today is an integrative holistic method based on multiple intelligences(Jumiatin et al., 2020). Holistic learning in PAUD is very much in line with Howard Gardner's theory of multiple intelligences, where each individual in carrying out his life does not only use one intelligence but often has to use it holistically so that he can solve problems in his life.(Gardner, 2011).

The holistic learning that is developed must be able to develop a. religious and moral values; b. physical-motor; c. cognitive; d. Language; e.g. social-emotional; and f. arts, this is by the final achievements of PAUD learning to achieve school readiness at the next level which consists of various aspects including: a) Enough emotion to overcome everyday problems, b) Adequate social skills for healthy interactions with peers, c) Sufficient cognitive maturity to concentrate during play-learning, d) Development of sufficient motor skills and self-care to be able to participate in the school environment independently(Badan Standar, Kurikulum, Dan Asesmen Pendidikankementerian Pendidikan, Kebudayaan, Riset, 2022).

Overall or holistically, all children's basic potential must be able to develop optimally in the learning process by sharing approaches and methods that suit the child's needs and situation.

Holistic Peer Parenting in ECE

Holistic parenting that is carried out optimally with peers runs naturally through play (Santrock, 2011). Several other studies also state that playing various children's games are alternative educational activity for children to develop creativity, imagination, understanding, physical motor skills, attitudes and behavior, and all other potential that exists in children.(Pentti Hakkarainen and beth Ferholt, 2014). The same thing was also found in a study that stated that ECE which was carried out using a multi-component approach was able to improve the welfare of children in their environment(Pitchik et al., 2021). The development of parenting patterns in the learning process in ECE is very appropriate if it is developed with playing patterns with peers.

This parenting style with peers has been occurring naturally without any treatment or intervention from adults or teachers. Often children who are more mature at their age help, guide, and direct their friends without any reason, just concern and a willingness to do something for others who are experiencing difficulties. Even though there are many types of parenting styles, children do not feel the need to use the existing types of parenting approaches because the child doesn't understand them yet. Several types of parenting patterns have been used in the field, including authoritarian, democratic, and permissive parenting patterns.(Hurlock, 2017).

The holistic peer parenting pattern is adapted to the educational concept and curriculum developed in PAUD so far, which is holistic or comprehensive, so parenting patterns must also follow existing references and guidelines. Even though the entire parenting process is experienced without direction and coercion from those around you.

The relevance of implementing a holistic curriculum with holistic parenting patterns of peers in ECE

Developing children's potential in ECE requires the relevance of the curriculum, implementation process, and parenting patterns that are developed in the process of learning achievement. The curriculum is part of the efforts of teachers and schools while parenting itself is the efforts of teachers, children, and their environment, both of which have the same goal, namely developing all children's potential comprehensively or holistically. This is by the results of research which explains that optimizing the importance of the integrity and holistic understanding of children in education and upbringing in an integrated and well-structured manner in the realm of relevant activities between the two (Arnott, 2021). Holistic understanding in education is often outlined in educational programs or curricula and learning processes in ECE which are in line with parenting patterns so both are important things to be present in developing early childhood children optimally and completely. The Figure 5 is an overview of the relevance of curriculum implementation with holistic peer parenting in ECE.

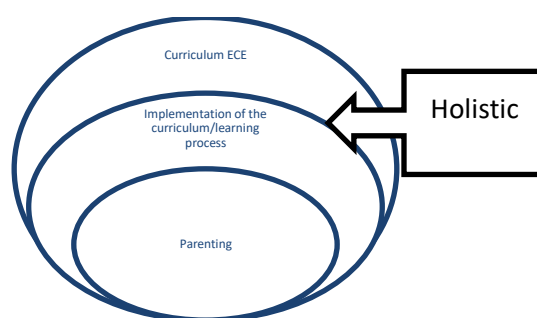


Figure 5. The relevance of curriculum implementation to holistic parenting patterns of peers

The relevance of both is very important because they both provide the same role and position for the benefit of developing all children's potential as a whole in the ECE program. The curriculum must be implemented holistically and the holistic parenting style of peers is relevantly capable of becoming a program format that can be fully integrated. The most important thing in the holistic concept is the development of various aspects of the individual (intellectual, physical, spiritual, emotional, social, and aesthetic), as well as the relationship between the individual and other people, the individual and natural environment, the student's self and the external to the maximum and complete (Mahmoudi et al., 2012).

The holistic concept is an interest in involving and developing the whole person physically, emotionally, mentally, and spiritually. This is the concept that humans are multi-dimensional. In the early years, children, especially children at this age, are in a developmental stage. A holistic approach helps in motor development, cognitive development, and overall socio-emotional development (Varun Ashokan, 2015b). So, whether the curriculum, learning, or parenting patterns are developed holistically, they must be able to develop all children's basic potential as a whole.

The holistic nature of the ECE development process is because children are whole individuals who have cognition, affection, psychomotor, soul, and body, and who can find identity, meaning, and purpose in life. This is in line with research which states that holistic integration of the implementation of education, care, nutrition, health, and protection is a supporting factor for the success of Integrated ECE (Yaswinda et al., 2022). So the holistic education system contained in the curriculum and learning planning must be relevant to parenting patterns because both are part of the implementation of holistic education. Some of the basic principles of a universal holistic curriculum include care and education, respect for children, the role of young children in the curriculum, development linkages, early childhood

assessment, curriculum review, parents and teachers as partners, respect for culture, and professional development (Word forum foundation, 2015).

Child development through learning carried out holistically is able to help in motor development, cognitive development, and socio-emotional development (Varun Ashokan, 2015a). However, in the holistic learning process with holistic peer parenting that is carried out starting with holistic parental education, this is because the first 1,000 days of a child's life have a long-term impact on the child's cognitive, language, socio-emotional, and physical development, so that the role of parents in In this case, the environment is the main support for the child's overall development process (Monique Abimpaye et al., 2019).

Holistic development of children's potential through the learning process with parenting from peers, the environment, or those closest to them has also been widely studied in various countries and the results can develop all children's potential maximally and comprehensively. In Hong Kong, the development of holistic aspects of children consisting of ethical, intellectual, physical, social, and aesthetic aspects of children together with cognitive skills is greatly influenced by the role of parents, teachers, and peers at school. (Ng et al., 2020). The same thing was also explained that collaboration between the roles of parents and teachers and the child's environment has developed into an approach to holistic education for children (Ivanova et al., 2016). In conclusion, there must be relevance between the curriculum, the implementation of the curriculum, and peer parenting patterns holistically or comprehensively because it is the basic concept of the educational process and achievements in PAUD that must be holistic, and integrative. (Permendikbud Nomor 146, 2014).

Conclusion

The implementation of a holistic curriculum in PAUD is very much by the PAUD system and curriculum because the potential developed in PAUD education is also comprehensive and integrated and cannot be separated. The holistic parenting style of peers in PAUD in the learning process must be holistic. In the process, the parenting style is implemented directly during the learning process and needs the teacher's help to condition it to develop all the child's basic potential. The relevance of implementing a holistic curriculum in PAUD with holistic parenting patterns of peers is very appropriate because parenting occurs during the learning process, and learning always refers to the PAUD curriculum which is holistic. This research, emphasizes that parenting patterns have been considered to occur outside the learning process, therefore, from this research, parenting patterns must be integrated into the learning process, all that remains is for the teacher to be able to help, guide, and direct children to always help their friends through parenting patterns that are by the curriculum design and implementation of the existing curriculum is holistic integrative.

Acknowledgment

I would like to gratitude all parties who have provided assistance and encouragement so that this research can be completed well and published.

References

- Agustini, S. R. I. (2015). *Implementasi Pendidikan Holistik Integratif Pada Anak Usia Dini* [STAIN Jurai Siwo Metro]. <https://repository.metrouniv.ac.id/id/eprint/3359/1/TESIS.pdf>
- Amalia, L., Pitriani, S., Mizaniya, M., & Noviansah, A. (2020). Kebijakan Pendidikan MI: Perspektif Pendidikan Teman Sebaya. *Al - Azkiya : Jurnal Ilmiah Pendidikan MI/SD*, 5(2), 137-142. <https://doi.org/10.32505/v4i1.1007>
- Arnott, L. (2021). Holistic experiences: celebrating the wonder of early childhood education. *International Journal of Early Years Education*, 29(4), 353-357. <https://doi.org/10.1080/09669760.2021.2003949>
- Ashokan V. (2015b). *Holistic Approach for Early Childhood Education* (1) (p. 18). education & Development, Ambedkar University.

- Badan Standar, Kurikulum, Dan Asesmen Pendidikankementerian Pendidikan, Kebudayaan, Riset, D. T. R. I. (2022). Capaian Pembelajaran untuk Satuan PAUD (TK/RA/BA, KB, SPS, TPA). *Kemendibudristek*, 1–16.
- Barney G Glaser, A. L. S. (2017). *Discovery of grounded theory: Strategies for qualitative research* (A. L. S. Barney G Glaser (ed.); 13th ed.). Routledge.
- Bogdan, Robert C., S. K. B. (1998). *Qualitative Research for Education* (S. K. B. Bogdan, Robert C. (ed.); Third Edit). Allyn & Bacon. http://math.buffalostate.edu/dwilson/MED595/Qualitative_intro.pdf
- Creswell, J. W. (2013). *Qualitative inquiry and research design* (Lauren Habib (ed.); 4th ed). Vicki Knight (SAGE Publications Asia-Pacific Pte. Ltd.).
- Eka Saptaning Pratiwi, & Ahmad Farid Utsman. (2022). Perencanaan Pembelajaran Dalam Pendidikan Anak Usia Dini. *Abata : Jurnal Pendidikan Islam Anak Usia Dini*, 2(2), 232–240. <https://doi.org/10.32665/abata.v2i2.881>
- Fadli, dr. R. (2023, September). Pola Asuh Anak. *Halodoc.Com*, 1. <https://www.halodoc.com/kesehatan/pola-asuh-anak>
- Gardner, H. (2011). *Author of Multiple Intelligences Frames of Mind*. https://www.academia.edu/36707975/Frames_of_mind_the_theory_of_multiple_intelligences
- Hurlock, E. B. (2017). *Psikologi Perkembangan ; Suatu Pendekatan Sepanjang Rentang Kehidupan Edisi 7* (Elizabeth B. Hurlock (ed.); 6th ed.). Erlangga.
- Ivanova, N., Gugleva, V., Dobрева, M., Pehlivanov, I., Stefanov, S., & Andonova, V. (2016). We are IntechOpen , the world ' s leading publisher of Open Access books Built by scientists , for scientists TOP 1 %. *Intech, i(tourism)*, 13.
- John P. Miller, Selia Karsten, D. D. (2012). *Holistic Learning and Spirituality in Education* (D. D. John P. Miller, Selia Karsten (ed.); 1st ed.). State University of New York Press.
- Jumiatin, D., Windarsih, C. A., & Sumitra, A. (2020). Penerapan Metode Holistik Integratif Dalam Meningkatkan Kecerdasan Interpersonal Anak Usia Dini di Purwakarta. *Jurnal Tunas Siliwangi*, 6(2), 1–8. <http://www.e-journal.stkipsiliwangi.ac.id/index.php/tunas-siliwangi/article/viewFile/1715>
- Kemendikbud. (2015). Petunjuk Teknis penyelenggaraan PAUD Holistik Integratif di Satuan PAUD 2015. In Dirjen PAUD (Ed.), *Kementerian Pendidikan dan Kebudayaan RI* (I). <https://repository.kemdikbud.go.id/12884/1/4.-Juknis-PAUD-HI.pdf>
- Kementerian Pendidikan dan Kebudayaan Republik Indonesia (2014). *Peraturan Menteri Pendidikan Dan Kebudayaanrepublik Indonesia Nomor 146 Tahun 2014 Tentang Kurikulum 2013 Pendidikan Anak Usia Dini*.
- Mahmoudi, S., Jafari, E., Nasrabadi, H. A., & Liaghatdar, M. J. (2012). Holistic education: An Approach for 21 Century. *International Education Studies*, 5(3), 178–186. <https://doi.org/10.5539/ies.v5n3p178>
- Melinda, A. E., & Izzati, I. (2021). Perkembangan Sosial Anak Usia Dini Melalui Teman Sebaya. *Jurnal Pendidikan Anak Usia Dini Undiksha*, 9(1), 127. <https://doi.org/10.23887/paud.v9i1.34533>
- Monique Abimpaye, Dusabe, C., Nzabonimpa, J. P., Ashford, R., & Pisani, L. (2019). Improving parenting practices and development for young children in Rwanda: Results from a randomized control trial. *SAGE Journal*, 44(3). <https://doi.org/10.1177/0165025419861173>
- Ng, D. T.-K., Fisher, J. W., Lan, M., Sing, A. U., & Lo, K. (2020). Parental Perceptions of Holistic Early Childhood Education in Hong Kong. *Educational Planning*, 27(1), 49–60.
- Noddings, N. (2019). *Philosophy of Education*. In N. Noddings (Ed.), - (4th Editio, Vol. 4). Routledge. <https://doi.org/10.4324/9780429494864>
- Nugraha, A., Ritayani, U., Siantiyani, Y., & Maryati, S. (2018). Pedoman Pengelolaan Pembelajaran Pendidikan Anak Usia Dini. *Direktorat Pembinaan Pendidikan Anak Usia Dini*, 2(021), 50.

- Pentti Hakkarainen and beth Ferholt. (2014). *Wonder-Full Education: The Centrality of Wonder in Teaching and Learning Across The Curriculum* (G. J. Kieran Egan, Annabella I. Cant (ed.); 1st ed.). Routledge. <https://doi.org/10.4324/9780203498507>
- Pitchik, H. O., Tofail, F., Rahman, M., Akter, F., Sultana, J., Shoab, A. K., Huda, T. M. N., Jahir, T., Amin, M. R., Hossain, M. K., Das, J. B., Chung, E. O., Byrd, K. A., Yeasmin, F., Kwong, L. H., Forsyth, J. E., Mridha, M. K., Winch, P. J., Luby, S. P., & Fernald, L. C. H. (2021). A holistic approach to promoting early child development: A cluster randomised trial of a group-based, multicomponent intervention in rural Bangladesh. *BMJ Global Health*, 6(3), 1–13. <https://doi.org/10.1136/bmjgh-2020-004307>
- Pramudyani, A. V. R., Kurniawan, M. R., Rasyid, H., & S. (2017). Kurikulum Holistik Integratif Berbasis Permainan Tradisional Pada PAUD Di Yogyakarta. *Jurnal Penelitian Ilmu Pendidikan*, 10(2), 86–96. <https://journal.uny.ac.id/index.php/jpip/article/view/17910>
- Rauter, U. H., & Nazlia, I. (2023). Manfaat Rencana Pelaksanaan Pembelajaran Harian (Rpph) Untuk Meningkatkan Kemampuan Guru Dalam Mengajar Anak Usia Dini Di Ra Sulthonul Fadhillah Medan Marelan. *Pendalas : Jurnal Penelitian Tindakan Kelas Dan Pengabdian Masyarakat*, 3(1), 1–14. <https://journal.yaspim.org/index.php/pendalas/article/view/193>
- Santrock, J. W. (2011). *Masa perkembangan anak* (J. W. Santrock (ed.); 11th ed.). Salemba Humanika.
- Varun Ashokan. (2015a). *Holistic Approach for Early Childhood Education* (Conference: Webbinar). Researchgate. https://www.researchgate.net/publication/297714485_Holistic_Approach_for_Early_Childhood_Education
- Word forum foundation. (2015, January 3). About The Curriculum Principles. *Word Forum Foundation*, TM. <https://worldforumfoundation.org/2015/01/03/about-the-curriculum-principles>
- Yaswinda, Y., Yulsyofriend, Y., Yaslina, Y., & Elida, E. (2022). The Implementation of Early Childhood Integrated Holistic Education During the Covid 19 Pandemic on Ulak Karang Village, Indonesia. *Proceedings of the 6th International Conference of Early Childhood Education (ICECE-6 2021)*, 668, 77–82. <https://doi.org/10.2991/assehr.k.220602.017>